



SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

1.0 GUIDING PRINCIPLES

1.1 Vision and Philosophy:

At Queensway Primary School our vision is to inspire all children to achieve their full potential. This is within a nurturing environment inclusive of home, school and the community where learning and challenge is celebrated and embraced in all its forms. We provide a broad, balanced and relevant curriculum for all children, including those with Special Educational Needs and Disabilities (SEND). Teachers set differentiated learning challenges and respond to children's diverse learning needs. A range of strategies are used to maximise achievement and remove barriers to learning.

There will be some children who require more support than others throughout their school career or for a short period of time (temporary need). Such children may need additional or different help from that given to other pupils of the same age. This policy ensures that curriculum planning, intervention and assessment programmes are specifically tailored to the type and extent of the difficulty experienced by a child who has SEND.

1.2 Definitions:

High quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children. By this we mean:

- Lessons are focused and have clear objectives;
- Pupils are involved and engaged with their learning;
- There is an appropriate use of questioning, modelling and explaining;
- An emphasis is placed on learning through dialogue, with regular opportunities for pupils to talk both individually and in pairs or groups;
- There is an expectation that pupils will take responsibility for their own learning and work with independence; and
- Encouragement and genuine praise is used regularly to motivate pupils and celebrate successes.

However, some children will need educational provision that is **additional** and/or **different** from this. This is termed as special educational provision under Section 21 of the Children and Families Act 2014. A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she: a) has a significantly greater difficulty in learning than the majority of others of the same age; or b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools (ref. Special Educational Needs Code of Practice 2014, paras xi-xii). Children will not be regarded as having a learning difficulty solely because they are learning English as an additional language.

Please note, our School believe more able, gifted and talented children require special educational provision and we strive to ensure that the needs of these children are provided for through our More Able Register.

1.3 Aims and Objectives:

The aims and objectives of this policy and the Schools' SEND provision are to:

- Support the individual needs of our children within an educational community that promotes excellence and high aspirations
- Provide an inclusive, broad, balanced, relevant and challenging curriculum for all that facilitates progression in learning
- Create a safe, secure, supportive environment that promotes confidence, success and achievement. We value the many and varied talents of our children, and encourage them to recognise these in themselves and others. We aim to build self-esteem, confidence and positive thinking
- Give all children with SEND equal opportunities to take part in all aspects of school life
- Facilitate early identification, intervention and differentiated, progressive provision to support children with SEND
- Ensure that pupil needs are regularly assessed, monitored and reviewed, and next steps in learning are identified
- Promote collaborative working relationships between school staff, parents/carers, support services and other professionals
- When appropriate, enable the children themselves to be involved in the evaluation and/or assessment of their progress and the target setting process
- Ensure that the responsibility held by the Governing Body and all staff for SEND is implemented and maintained

2. ROLES AND RESPONSIBILITIES

Provision for children with SEND is the responsibility of the Governing Body, Head Teacher and **all staff** within Queensway Primary School. It is a Class Teacher's responsibility to provide appropriate support for children with SEND in his/her class and to be aware that these needs may be present in different learning situations.

All staff are responsible for the identification, assessment and provision of targeted support for children with SEND. This is facilitated by the schools' Inclusion Manager and takes place in partnership with parents/carers, support services and other professionals/specialists (as appropriate).

2.1 Governing Body:

In collaboration with the Head Teacher, the Governing Body has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has a representative whose role it is to facilitate and monitor the development of SEND as a key priority within the School. The Governing Body ensure that:

- All staff are aware of the importance of early identification and timely, appropriate and effective provision for children with SEND
- Children with SEND are able and encouraged to participate in all aspects of school life, so far as is reasonably practicable
- Appropriate staffing and funding arrangements are in place
- The quality of SEND provision is regularly monitored
- Parents/carers are notified if the school decides to make SEND provision for their child and opportunities are available for them to discuss planned support
- They raise awareness of the School's SEND policy and the success of its implementation through the Governors' Annual Report to Parents. This will include reference to the analysis of pupil tracking data to determine pupil progress (for individuals and groups of children) and the effectiveness of SEND provision across the School
- They have regard to the requirements of the Special Educational Needs Code of Practice 2014
- They are fully informed about SEND issues, so that they can play an influential part in review processes, including the SEF (School Evaluation Form) and School Improvement Plan (SIP)

2.2 The Head Teacher:

The Head Teacher is responsible for:

- The management of all aspects of the School's work, including provision for children with SEND
- Keeping the Governing Body informed about all SEND issues within the School
- Working closely with the Inclusion Manager, for example with regard to liaising with support services and other professionals
- The deployment of all SEND personnel within the School

The Head Teacher also has overall responsibility for monitoring and reporting to the Governing Body about the implementation of the School's SEND Policy and the effect of inclusion programmes within the school as a whole.

2.3 The Inclusion Manager:

The Inclusion Manager is responsible for overseeing the day-to-day operation of the school's SEND Policy. To this end, his/her role is to:

- Co-ordinate the provision for pupils with SEND, ensuring that an agreed, consistent approach is adopted across the school
- Exercise a key role in assisting the Governing Body and Head Teacher with the strategic development of SEND policy/provision
- Work with Class Teachers, Teaching Assistants, support services and parents/carers to identify pupils with SEND in a timely manner and ensure targeted provision is used effectively
- Support all staff in understanding the needs of children with SEND and ensure the priority areas for the development of SEND are reflected in the School Development Plan (SDP)
- Monitor progress of pupils with SEND, evaluating the effectiveness of teaching and learning through observations (in-class and intervention work), planning and book analyses and scrutiny of school assessment data. The Inclusion Manager uses information gathered to set targets to challenge and raise attainment
- Devise intervention programmes and advise on appropriate resources and materials for children with SEND
- Facilitate and monitor Pastoral Support Plans and Individual Behaviour Plans as required
- Help to ensure effective and transparent liaison between Class Teachers and parents/carers of pupils with SEND, in order to promote a partnership approach
- Work with outside agencies, arranging meetings and providing a link between these agencies, Class Teachers and parents/carers
- Maintain the school's SEND Register and SEND records
- Contribute to the in-service training of staff, disseminating good practice in SEND across the school
- Work closely with Special Needs Co-ordinators in receiving schools (secondary and primary) to help provide a smooth transition
- Keep up to date with the latest legislation, initiatives and research on SEND

2.4 Class Teachers:

Class teachers are responsible for:

- Including pupils with SEND in the classroom, and for providing an appropriately differentiated, challenging and progressive curriculum
- Being proactive in seeking advice from the Inclusion Manager on identification of SEND, assessment and strategies to support inclusion
- Familiarising themselves with the School's SEND Policy and procedures for identification, monitoring and supporting children with SEND
- Managing individual and group provision carried out by Teaching Assistants for children in their class
- Giving feedback to parents of pupils with SEND, including as part of the review process for Pupil Profiles or Education, Health and Care (EHC) Plans
- Devising and carrying out a SEND timetable which highlights and identifies when interventions will take place for children in their class
- Maintaining their class SEND file as a working document

2.5 Teaching Assistants (TAs):

TAs work closely as part of a team with Class Teachers and the Inclusion Manager. Their role includes supporting children's individual needs and facilitating the inclusion of pupils with SEND in the classroom setting, enabling them to have access to the whole curriculum. They play an important role in implementing Pupil Profiles and EHC Plans, and monitoring progress. TAs may also contribute to review meetings. They must:

- Be fully aware of the School's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Deliver intervention programmes planned by Class Teacher's, using their experience and professional judgement to respond to individual needs and reinforce, develop and extend learning opportunities where possible
- Use the school's verbal and written procedures for giving feedback to Class Teachers about pupils' responses to tasks and strategies

2.6 Additional Specialist Support

Queensway Primary School employs a full-time Home School Community Link Worker (HSCLW) to support pupils and their families. The support available is varied and tailored to individual needs, but could include group work and family learning activities. Transition support is also offered through our HSCLW for parents and their pre-school children the term before starting with us in Foundation Stage.

We have access to a wide range of support, including additional services that our school ‘buy in’. We strongly believe in the importance of early intervention as well as comprehensive provision that meets our children’s diverse needs. Please refer to section 8.1 below for a list of these services.

3.0 IDENTIFICATION, ASSESSMENT AND PROVISION

3.1 Identification:

All our children are assessed when they join Queensway Primary School and at regular intervals during their time with us. The progress of all children is tracked on a termly basis through a range of whole school assessment procedures. The school identifies SEND as early as possible by gathering evidence through observations, assessments, written records and liaison with parents/carers. Detailed descriptors also used to inform assessments and ensure judgements are accurate.

Children’s needs and requirements fall into four broad areas (see below), but individual pupils may well have needs which span two or more areas. The impact of this on a child’s ability to function, learn and succeed are carefully considered, recognising and remembering that each child is unique. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment. In some cases, pupils will have needs that are not only complex but also severe.

1)	Communication and interaction:	Speech, Language and Communication needs Autistic Spectrum Disorder
2)	Cognition and Learning:	Learning difficulties Specific Learning Difficulties, e.g. dyslexia, dyspraxia, dyscalculia
3)	Social, emotional and mental health difficulties:	Behaviour reflecting underlying mental health difficulties (e.g. anxiety, depression). Attention deficit hyperactive disorder, attachment disorder
4)	Sensory and/or physical:	Hearing Impairment Visual impairment Physical disability Multi-sensory impairment

Where a child’s progress is identified as a cause for concern, the first response is high quality first teaching within the classroom. Slow progress and/or low attainment do not necessarily mean that a child has SEND. All staff working with a specific child will be alerted to their emerging needs. The Class Teacher will observe and monitor progress within the classroom context over a period of time (usually up to six weeks). During this period of time targeted teaching approaches will be used which focus on the area(s) of concern. Class Teachers will also complete need-based detailed descriptors.

If SEND is clearly identified, the school will then follow two ‘school-based’ stages: 1) SEN Support ; and 2) EHC Plan. The individual pupil will be consulted, as appropriate, taking into account his/her level of maturity and understanding. Parents/carers will be consulted throughout the process and we actively encourage parental involvement in identifying and planning for a child’s needs.

3.2 SEN Support:

When a child is identified as needing specific SEND support, Queensway Primary School employs a graduated approach of 'Assess-Plan-Do-Review', adopting the recommended model for Special Educational Needs as set out in the Special Educational Needs Code of Practice 2014. We also refer to Oxfordshire County Council's guidance, *Identifying and supporting Special Educational Needs in Oxfordshire schools and settings*. The SEN Support stage may be necessary when a child:

- Makes little or no progress even when teaching approaches are targeted to focus on their identified area(s) of need
- Displays a continuing difficulty in developing Literacy or Numeracy skills, which results in poor attainment in some curriculum areas, i.e. significantly below the expected level for their age
- Presents persistent emotional and/or behavioural difficulties which need specific intervention
- Has sensory, physical, interaction or communication problems and continues to make little or no progress despite the provision of specialist equipment

The Head Teacher and Inclusion Manager consider all the information gathered from within the school about the pupil's progress. Where more specific assessment is deemed to be necessary, this will be carried out and the Inclusion Manager may involve professionals and/or specialists from outside the school. Queensway Primary School will always seek parental permission before referring a child to an external specialist, and before referring parents to other agencies for support.

The information gathering process will include early discussions with the pupil and their parents/carers, so both parties are fully involved. A Pupil Profile will be prepared by the Class Teacher with support from the Inclusion Manager. This is a working document that is used to:

- a) Enable the child to have a voice – to have their strengths and what is important to them as an individual acknowledged
- b) Help parents/carers share their knowledge and expertise on how best to support their child
- c) Capture important information to enable teachers to personalise teaching and learning
- d) Inform person-centred action planning and target setting. This can make outcomes and targets more meaningful and relevant to the young person
- e) Share information between school staff, professionals and specialists

The Class Teacher and designated Teaching Assistant(s) implement the targets and progress is reviewed termly. There is increased curriculum differentiation and a separate programme of work may be drawn up to achieve the Pupil Profile targets. In-class and/or withdrawal support is provided as appropriate. When a child is withdrawn from the class situation it is for a planned length of time.

The Inclusion Manager is responsible for monitoring and reviewing SEND provision and pupil progress. A child may no longer need a Pupil Profile if their progress is good and targets are consistently met.

3.3 Education, Health and Care (EHC) Plan:

Where a child's needs are considerable and there is little progress despite receiving an individualised programme and/or concentrated support, the decision may be taken to request an EHC Plan assessment by the Local Authority. This process involves presenting detailed records of the schools' provision and its impact for their consideration. Parents/carers are fully involved in the process and have the opportunity to contribute to the applications submitted. Only a very small proportion of children will require an EHC Plan (approximately two per cent of a school's population). These children are likely to have severe or complex needs, often life-long, that require more specialist advice and support.

4.0 MONITORING AND EVALUATION

The Inclusion Manager supports Class Teachers in reviewing Pupil Profiles and EHC Plans, and setting new targets. The Inclusion Manager also liaises with Teaching Assistants who support children with SEND, and monitors the quality of the interventions delivered through a timetable of formal observations.

The Inclusion Manager regularly meets with the SEND Governor to evaluate pupil progress and discuss any issues that have arisen. The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher, Senior Management Team (including the Inclusion Manager) and curriculum subject co-ordinators
- Analysis of pupil progress and attainment data (formative and summative assessments) for individual pupils and for cohorts
- Termly monitoring of procedures and practice by the school Governor with responsibility for SEND
- School self-evaluation processes, including the Inclusion Audit, Accessibility Audit, SEF (School Evaluation Form) and School Improvement Plan (SIP)
- The Governor's Annual Report to Parents
- The school's annual SEND Development Plan review, which evaluates the success of our provision and sets new targets for development
- Visits from the LA and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- Review meetings with parents/carers and staff, both formal and informal, to plan targets, review/revise provision and celebrate successes
- Voice of the child interviews, dialogue and Pupil Profile comments
- The annual SEND questionnaire to parents

5.0 CURRICULUM ACCESS AND INCLUSION

We recognise the wide diversity of children within our school community and embrace this as a rich resource to enhance the learning and understanding of all members. We encourage all pupils, including those with SEND, to take a full and active part in the life and work of the school.

For some curriculum subjects, the children are grouped within their class according to ability although we recognise the benefits of mixed ability teaching and learning. All Class Teachers provide a differentiated curriculum to ensure access at all levels. Any children with particular needs are included as fully as possible in the classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a child sensitively, to work individually with a Teaching Assistant, specialist teacher or the Inclusion Manager in order to acquire, reinforce or extend skills more effectively. Withdrawal programmes are normally time-limited. Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development, including social, emotional and behaviour skills.

6.0 ALLOCATION OF RESOURCES

SEND resources are allocated and utilised within the School according to need. The resources available include ICT and other materials, specialist teacher time and input from a range of professionals. The school has a continuing commitment to review its resources and to identify new resource opportunities as and when possible. Queensway Primary School follows Local Authority guidance to ensure that the needs of children on our SEND Register are appropriately met.

7.0 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Our school recognises the importance of sharing knowledge, understanding, expertise and experience. At Queensway Primary School staff support each other to secure high quality provision for children with SEND. This includes sharing resources, the transfer of accurately kept and up-to-date records and participating in continuous professional development.

SEND features regularly on the staff meeting schedule. The Inclusion Manager attends Locality Inclusion Briefings and other networking opportunities in order to keep abreast of key SEND initiatives and developments.

7.1 The Voice of the Child:

Where possible all children on the SEND Register will be involved in discussing their learning and identifying new targets. The aim of this is give the child the opportunity to make choices and for it to be recognised/acknowledged that their views are important. Children who know that their opinions will be valued are likely to have greater confidence and will be more effective learners. We encourage children with SEND to participate in their learning by:

- Encouraging them to regularly reflect upon their in-class work, with reference to marking commentary
- Creating opportunities for them to talk to Class Teachers and Teaching Assistants about their progress and next steps
- Having designated time for pupil conferencing
- Providing access to pastoral support

- Using a range of in-class and whole-school reward systems to promote positive behaviours and celebrate successes
- Access/involvement in an active School Council
- Providing additional training and development for Teachers and/or Teaching Assistants, as required

7.2 Partnership with Parents/Carers:

Effective home-school links are an essential part of the support arrangements for a child with SEND. At Queensway Primary School, we positively encourage parents/carers to be partners in the education process. Review meetings will take place once every two terms (three times a year). Parents/carers will receive accurate and up-to-date information when they meet with Class Teachers, so that they have a full picture of their child's skills and abilities, as well as their learning needs and targets.

Parents/carers are welcome to arrange meetings with their child's Class Teacher, the Head teacher or Inclusion Manager at other times to discuss any aspect of their child's progress. The school may also request additional meetings as necessary. Parents/carers will be consulted before external agencies are involved and are included as far as possible in any SEND strategies that are instigated for their child. Parents/carers have the right to access records of their child's progress and are also encouraged to contribute to these records.

7.3 Transition and Communication:

At the end of each school year Class Teachers meet to share and pass on essential information and records about children with SEND. If a child with SEND leaves the school during the primary years or at the time of secondary transfer, records are passed on to the receiving school and meetings may be held prior to transfer. Similarly, information is sought from previous schools for new children joining Queensway Primary School.

For children with SEND starting in our Foundation stage, we will liaise with their pre-school setting to put a transition package in place if it is needed. This will usually take the form of a transition meeting with the parents/carers, key stakeholders from both settings, and any outside agencies involved. We will then develop a comprehensive plan to support the child's transition.

During the summer holidays prior to starting school we also offer transition drop-in transition sessions with the HSCLW and/or different members of the Foundation Stage staffing team for all children starting school for the first time.

8.0 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Oxfordshire, whom the Head Teacher, Inclusion Manager and/or Class Teacher will liaise with in relation to a child with SEND as appropriate. We endeavour to foster close working relationships with all external services and professionals, and are committed to incorporating this expertise and the advice offered into our work with the children.

8.1 External Agency Contact List:

Please find below a list of the services we currently have access to, including those that our school 'buy in' because we believe in the importance of early intervention and comprehensive provision. Please note, 'bought in' (school funded) services are denoted with a *.

Service
Child Adolescent and Mental Health Service (CAMHS)
Communication and Interaction Advisory Service
Consultant for Inclusion (SEN)
*Educational Psychology Service
Education Social Worker
Hearing Impairment Service
*Home School Community Link Worker
Occupational Therapy Service
Physical Disability Service
Physiotherapy Service
Primary Child Adolescent and Mental Health Service (PCAMHS)
School Nurse Team
SENDIASS (formerly known as Parent Partnership)
SEN ICT Advisory Service
Speech and Language Therapy (NHS)
Social Services
Special Needs Advisory Support Teacher (SNAST)
*Talk Therapy
The Banbury Early Intervention Hub
The Downs and Complex Needs Service
Visual Impairment Team

Contact is maintained with Early Years Special Educational Needs Inclusion Teachers (EYSENIT) who work with families with pre-school children. Other health, social services, and voluntary organisations will be contacted as a need arises.

9.0 PROCEDURE FOR COMPLAINTS

The school has a standard complaints procedure. If a parent/carer has a concern about SEND provision the first point of contact should be the Class Teacher who may refer the query to the Inclusion Manager. If the situation cannot be resolved it will then be referred to the Head Teacher. If this does not bring a satisfactory conclusion the complaint will be heard by a panel comprised of members of the Governing Body.

10.0 RELATED POLICIES:

- Most Able, Gifted and Talented Pupil Policy
- Accessibility Policy and Plan
- Medical Needs Policy
- Attendance Policy
- Behaviour Policy
- Safeguarding Policy
- Data Protection Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Oxfordshire Dyslexia Policy

11.0 USEFUL WEB LINKS:

If you would like impartial advice from Oxfordshire’s SENDIASS Service, please contact:
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

If you would like to know more about opportunities for children and young people with SEND and their families, events, support groups or information about SEND, these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire’s Local Offer contains lots of information for parents. Please click here to see it:
<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

[Oxfordshire’s accessibility strategy can be read via the following link:](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf)
<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolsnews/2016/Revised%20Schools%20Accessibility%20Strategy%20FINAL%20May%202017.pdf>

12.0 REVIEW

This policy will be reviewed every 2 years by the Head Teacher and the Pupil Outcomes Committee.

Ratified by Governors on

Chair of Governors Date

Head Teacher Date

Policy to be reviewed: November 2020